Kindergarten Math Expectations – First Quarter

**Dear Parents,**

Your child is beginning an exciting year in math.

For the next several weeks, your child will be answering the questions: *How do I sort and classify? How do I count objects to 10? How are 2-D shapes alike and different? How are 3-D shapes alike and different? How do I match numbers and objects? How do I describe the relative positions of objects in the environment?*

Your child will learn the following:

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| Classify objects and count the number of objects in each category. |
| Students will classify objects into given categories then count the numbers of objects in each category and sort the categories. |
| Compare numbers. |
| Students will identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. |
| Know number names and the count sequence. |
| Students will count to 100 by ones and tens.  Students will write numbers from 0 to 20. Students will represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). |
| Count to tell number of objects. |
| When counting objects, students will say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  Students will understand that the last number name said tells the number of objects counted.  Students will understand that each successive number name refers to a quantity that is one larger.  Students will count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle. |
| Identify and describe shapes (squares, circles, triangles, rectangles,  hexagons, cubes, cones, cylinders, and spheres). |
| Students will describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.  Students will correctly name shapes regardless of their orientations or overall size.  Students will identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). |
| Analyze, compare, create, and compose shapes. |
| Students will analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.  Students will model shapes in the world by building shapes from components (e.g.,sticks and clay balls) and drawing shapes.  Students will compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”* |

Batesville Public Schools 7/16/12